

## BASIC INFORMATION

### Program Area

Other program area: Out of School Youth

Name of the lesson: Job Research and Report Writing: singers, DJs and sound Engineers

Brief description: This is one of (what could be) a series of online vocational research and report writing skills lessons to help young adults learn more about the world of work, become adept at online research, and improve their expository writing skills. In this multi-part lesson they will learn basics of professional singing, DJ-ing, sound engineering and other jobs in the recording or performance entertainment industries. This lesson uses a web site from England, a specially-developed collaborative writing web site, and the O\*NET jobs information web site. It's interactive and a lot of fun.

Developed by: David J. Rosen

### Co-contributors:

Number of sessions needed: 3-4

Time required for each lesson: 50-60 mins

Setting: Computer lab

### Instructional level:

Other Instructional level: Intermediate reading, intermediate writing, beginning computer skills

## OBJECTIVES

### Lesson goal based on student need:

#### The student will be able to:

Goal: Learn to use web sites to get career information and write complete, informative and accurate reports.

- 1) Read text, watch and/or listen to audio or video files on a web site to learn about and accurately describe jobs in the entertainment industry.
- 2) Use an online vocational database (O\*NET) to find up-to-date information on specific jobs, their qualifications, salaries and benefits, and their projected growth in the student's home state.
- 3) Using a wiki web site, write a complete, accurate, informative report about a job explored, with correct sentence structure, punctuation capitalization, spelling and grammar.

### CASAS Competencies:

### SCANS Competencies:

003 Basic Skills  
006 Reading  
007 Writing  
022 Information  
023 Systems  
024 Technology  
038 Uses Computers to Process Information  
040 Monitors and Corrects Performance  
042 Selects Technology  
043 Applies Technology to Task

## RESOURCES

### LIST EACH ITEM

1. Computer with high speed access to the Internet
2. DEP Studios web site: <http://www.i-create.org.uk/dep/index.htm>
3. YouthBuild Writing Together web site  
[http://seedwiki.com/wiki/writing\\_together/youthbuild\\_writing\\_together.cfm?wpid=193223](http://seedwiki.com/wiki/writing_together/youthbuild_writing_together.cfm?wpid=193223)
4. O\*NET web site <http://online.onetcenter.org/find/>
5. Career Passport web site <http://www.armadamusic.net/CareerPassport/Intro.php>

### DESCRIBE HOW EACH ITEM IS USED IN THE LESSON

Students go to the DEP Studios web site and:

1. Take the studio tour.
2. Choose the vocal skills, DJ skills and/or Sound engineering course introduction.
3. After completing the course introductions that they have chosen, they go to O\*NET and search out job information about at least one of these jobs.

4. Then they go to the YouthBuild Writing Together wiki and write a report about what they have learned.

Text pages: N/A

Notes to the teacher:

## **LESSON PLAN STEPS**

### **1. WARM-UP/REVIEW**

**Duration:** 15 minutes

**Activity:** The introduction begins with reading (or listening to) interviews with singer, Yaz Alexander; sound engineer, Winston Mendes; DJ, Clayton Benito; and international reggae star, Pato Banton. These will be found at: <http://www.i-create.org.uk/dep/showcase/showcase.htm>

### **2. INTRODUCTION**

**Duration:** 15 minutes

The teacher explains that the purposes of this unit of 3-4 lessons include learning to write a report, beginning to learn about jobs in the performing and recording parts of the entertainment industry, and learning how to learn about all jobs (using O\*NET, the online Occupational Information Network.)

**Teacher Notes:** Begin by asking: "What do you know about jobs in the music performance and recording industries?" What work do people do in these jobs?" (Some answers to expect: singers, musicians, dancers, DJs, sound engineers, audio or video equipment technicians, sales and marketing people, producers, directors, promoters, secretaries and administrative assistants, graphic designers, set designers, etc. For more job titles, choose "Arts, Design, Entertainment, Sports and Media" from O\*NET <http://online.onetcenter.org/find/> )

In response to the first question, "1. What do you know about the recording industry? What are the names of some of the jobs that people do?" make a list on newsprint, overhead, or chalkboard, in a projected MSWord document, or in another way. In response to the second question, "2. Let's pick one that several of you think you know about. What does someone in this job do?" write down what students agree that a person doing this job (or if you have time, pick two jobs) does.

**Activities:** Group discussion about the recording industry.

1. What do you know about the recording industry? What are the names of some of the jobs that people do?
2. Let's pick one that several of you think you know about. What does someone in this job do?

### **3. PRESENTATION**

**Duration** 120 minutes

**Skill(s) that will be presented**

Listening	Writing
Reading	Other

**Steps in the presentation** 1. The first part of the presentation is an exploration of the DEP Studios web site, <http://www.i-create.org.uk/dep/> (45 mins) 2. The second part is searching on O\*NET, at <http://online.onetcenter.org/find/> for information about specific job titles. (30 mins) 3. The third part uses the *Youthbuild Writing Together* wiki at [http://seedwiki.com/wiki/writing\\_together/youthbuild\\_writing\\_together.cfm?wpid=193223](http://seedwiki.com/wiki/writing_together/youthbuild_writing_together.cfm?wpid=193223) for writing a report. (30-45 mins)

### **4. PRACTICE**

**Duration:** 45 minutes

**Grouping:** Pair

**Activity type:**

**Description of activity:** The report writing will take place on a wiki page. In pairs, students will write a short report about a job in the performance and recording entertainment industry. They can choose one of these:

- 1) singer,
- 2) DJ,
- 3) sound engineer,

or any other performance or recording entertainment industry job title from O\*NET.

The report must be four-to-six paragraphs and must describe the major job responsibilities, skills, knowledge, experience and credentials required, job outlook information, and projected salary information. It could also include the steps for preparing for this kind of job.

### **5. EVALUATION**

**Duration** minutes

**Goal:** Learn to use web sites to get career information and write complete, informative and accurate reports.

- Objective (from Step 2)**
- 1) Read text, watch and/or listen to audio or video files on a web site to learn about and accurately describe jobs in the entertainment industry.
  - 2) Use an online vocational database (O\*NET) to find up-to-date information on specific jobs, their qualifications, salaries and benefits, and their projected growth in the student's home state.
  - 3) Using a wiki web site, write a complete, accurate, informative report about a job explored, with correct sentence structure, punctuation capitalization, spelling and grammar.

**Type of Assessment(s)**

Checklist  
Written Sample

**Other, Description:**

**Description**

The student job reports, written in pairs, will be evaluated using a set of report writing rubrics which have been developed using *Rubistar*. Each student pair will evaluate the essay of another student pair using the rubrics.

**Student Reflection Activity**

**6. APPLICATION AND EXTENSION**

**Inside classroom**

**Teacher Notes:**

The *Career Passport* is a free online career development portfolio process. It is designed for adults who may not have strong reading and writing skills who are interested in getting clearer about the kind of work they want to do, and the kinds of jobs that are available. Using the web site they build a portfolio with a resume, and with evidence of: learning, community service and work skills. Using parts of the *Career Passport* could profitably extend this career learning process, especially for those who are getting ready to go to work.

**Activities:**

The *Career Passport* will be found at <http://www.armadamusic.net/CareerPassport/Intro.php>